

# The Classical Outlook

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## THE FUNCTIONAL METHOD—DIFFICULTIES AND ADVANTAGES

By ROBERT J. BUCK  
University of Kentucky

THE REPORT of the Classical Investigation advanced the thesis, obvious to us nowadays, that the immediate purpose of studying Latin is to learn to read Latin and that any ultimate objectives depend on the accomplishment of this purpose. No convincing arguments can be developed against this position. Few, too, would object to the prescription for the organization of a Latin course that has been adopted by the British Association of Assistant Masters in Secondary Schools (*The Teaching of Classics* [Cambridge University Press, 1954]): first, at each stage a Latin course must be appropriate to the mental development of the pupil; second, at each stage it must realize perfectly definite aims, i.e., it must be self-sufficient; third, at each stage it must contain within itself the potentiality of future advance. The functional method has been designed to achieve the immediate objective through courses which satisfy these requirements.

The word "functional" is derived from *fungor* and is used in the etymological meaning of "pertaining to performance." Essentially, pronunciation, vocabulary, forms, and grammar are learned, so to speak, in action, in meaningful, continuous contexts, not *in vacuo* or in short disconnected sentences. The students are taught to recognize and comprehend in the Latin word order.

The functional method has four main stages. 1) At the beginning the first stock of fifty words, Latin pronunciation, and the first elements of grammar are introduced in oral work. Here the method resembles the oral-objective approach. There is, however, no insistence on using only Latin to make the meaning clear or to check on comprehension. 2) After these elements have become sufficiently familiar, the word-order method of reading is employed. Selections are read orally, and when a check on comprehension is required, they are transverbalized. 3) While sufficient practice is producing a suitable adeptness in the word-order method, increasing care is taken to

## TO A CRASS PROCRASTINATOR

(MARTIAL 5.58)

Translated with Comment

BY RALPH MARCELLINO

West Hempstead (N. Y.) High School

"Tomorrow. I will live tomorrow,"  
Is what you always say.  
Just when will that "tomorrow"  
come?

It did not come today!

How far away is that "tomorrow"?  
Where can it be found?

In Parthia, Armenia?  
Some other distant ground?

All those tomorrows must have beards  
As long as that of Priam!

How much do those tomorrows cost?  
Where can a poor man buy 'em?

*Gaudemus, Postume,*  
*Iuvenes dum sumus.*

*Postumus, to live tomorrow*  
Is to live *post humus!*

Yes, that is what wise Martial says,  
Though not, of course, that way:  
"It's much too late today to live!  
The wise lived yesterday!"

This method is not, however, a panacea for the ills of Latin; no method is foolproof. Its very lack of formal rigidity and its dependence on skillful, patient teaching allow students and teachers to get away with bad performance far more easily than does a formal method. There are several weaknesses stemming from this quality which have been the targets for justified criticism and which must be corrected.

One serious weakness concerns oral reading and pronunciation. Too many teachers allow oral reading to devolve into a perfunctory, hasty, garbled, and embarrassed five minutes—and then wonder why results are not what they should be. Such behaviour negates the whole functional method; for students must read Latin as Latin and no person "can learn to read a language without *saying* the words either audibly or to himself" (W. L. Carr, "Reading Latin as Latin—Some Difficulties and Some Devices," *Classical Journal* 26 [1930], 127-140, the best article on why and how to learn pronunciation). Practice in proper phrasing is impossible without oral reading. Furthermore students trained by modern reading methods often do not know how to read: *habitabant*, *habitabant*, *habitaverat*, *habitaverint*, etc., all look the same to them. Without drill, careful drill on pronunciation of the forms, there is likely to be trouble. Of course, one can go too far, and forget that what is being pronounced has meaning, but no method is foolproof.

Another criticism has been directed at the quality of the made Latin in the texts. There is too much of the *Rex ambulabat et spectabat* sort of stuff, which "obscures the Latin thought pattern and the true genius of the language for subordination rather than co-ordination" (H. K. Hunt, *Training through Latin* [Melbourne University Press, 1948], p. 138). The texts dwell too long on the first and second declensions and on a couple of tenses of the indicative. The grammar is introduced in a haphazard manner. Probably the forms are introduced too slowly at first. But concerning syntactical constructions, what is the poor text-writer to do? Should he introduce principles, e.g., almost immediately and

read and comprehend phrase by phrase, and, when necessary, to translate (or metaphrase) in that manner. 4) Finally, when the students become sufficiently trained in reading Latin as Latin, then and only then are whole sentences translated into English, then and only then are students given practice in translating from English to Latin. But this last part lies beyond the objective of reading Latin as Latin.

The great advantage of following the functional method is that one concentrates his efforts primarily toward the end of reading Latin; throughout a course of this type the students are actually reading Latin. At every stage there is some progress in this skill, some gain in vocabulary, in syntax, in knowledge of derivatives, and in the understanding of the culture of the ancient world. In other words, a course taught by the functional method does fulfill the requirements mentioned previously.

incur even more severe criticism for even a wilder arrangement of grammar? Nonetheless the sentences are often too easy and help to give rise to the next criticism.

It is often alleged that students educated by the functional method do not learn a proper knowledge of the endings and a proper comprehension of their functions. As *The Teaching of Classics* puts it (p. 83), concentration on reading leads to a "slapdash attitude of mind, easily satisfied with a blurred appreciation of inflections," where the students make a grab at a few key words in the sentence and indulge in a happy-go-lucky attempt at stringing them together in some sort of sense that owes nothing to ease and accuracy. The British report is here indulging in some pleading for a translation method with English-to-Latin exercises, and somewhat overstates the case. But it does touch on a grave weakness in all too many classrooms.

In the desire to avoid the monotony and boredom of learning paradigms and to cover ground, many teachers and several texts have tended to neglect intensive work on inflections and to expect the students to "pick up" a comprehension of their functions solely from reading. The majority do not. Especially in the earlier phases, the context of the simple sentences encountered enables the students to guess meaning and to skip over knowing the forms. Two years is really not enough time to allow them to grow accustomed to inflections without conscious effort on their part.

Without a return to memorization of paradigms and to English-Latin sentences there is a functional remedy: simply, a conscious and careful drill, in the context, on the significance of the endings. The various tests that have been created—objective, fill-in, multiple-choice—are useful, but the best drill of all is the close adherence to the technique of transverbalization as laid out by W. L. Carr in "A Point of Order" (*Classical Weekly* 41 [1947], 9-14), augmented by plenty of questions. Occasionally, too, the presentation of some nonsense sentences, which might make sense if mis-translated, is a salutary lesson in the value of endings. After the students have met the endings and have gained a flexible working knowledge of them, it is a good idea for them to formulate their own paradigms for reference and review.

The rules of syntax are much simplified for the functional method; most rules in grammar books are

formulated as aids to writing Latin and their knowledge helps little in reading. But what has to be known *must be known perfectly*. Such things as the difference in meaning and function between indicative and subjunctive in subordinate clauses and in conditional sentences have often been too lightly treated. The corrective is a close adherence to transverbalization.

I have dwelt upon these problems in teaching functionally because I believe that this method is one of the most promising routes to the study of Latin as a language and of the classical works as literature to be appreciated and enjoyed in their own tongue; to an appreciation of why the authors marshal their words, phrases, and ideas as they do; to a delight in style and elegance. The method eliminates as soon as is humanly possible and as far as is humanly possible the consideration of Latin texts as cross-word puzzles of varying complexity. But it requires from the teacher skill, patience, attention, and knowledge far more than many are able to give, and from the student hard and steady work. Though the functional method is no royal road to Parnassus, it does attempt to carry more traffic than grammarians' funerals.



#### SUMMER SCHOLARSHIPS FOR TEACHERS

Attention is called to the following scholarships for study abroad available to teachers of the classics:

Scholarships of the American Classical League.—For details about these scholarships see *THE CLASSICAL OUTLOOK* for October, 1958, p. 5.

Scholarships of the American School of Classical Studies at Athens.—Three or more scholarships, with a stipend of \$500, will be available for the summer session of 1959 at the School. Undergraduate and graduate students and teachers of the classics may apply. Applications must be received before January 15. Full information may be obtained from Professor Gertrude Smith, University of Chicago, 1050 E. 59th St., Chicago 37, Ill.

In addition, the American School grants a stipend of \$250 to any winner of a regional scholarship who enters its summer school.

Scholarship of the Classical Association of New England.—An award of \$300 is available to a secondary-school teacher of Latin or Greek who is a member of the Association, for summer study at the American Academy in Rome. Applications

must be in by February 1. Information may be obtained from Professor F. Warren Wright, Smith College, Northampton, Mass.

Scholarship of the Classical Association of the Atlantic States.—A grant of \$200 is available for a secondary-school teacher who is a member of the Association, and who most nearly fulfills the qualifications laid down by the Association, for summer study at the American Academy in Rome. Applications must be in not later than February 1. Inquiries should be addressed to the President of the Association, Professor Eugene W. Miller, Department of Classics, University of Pittsburgh, Pittsburgh 13, Pa.

Scholarship of the Classical Association of the Middle West and South.—The Semple Scholarship of \$250 is available to a teacher of Latin or Greek in a secondary school within the territory of the Association. For the summer of 1959 the award will be for study at the American Academy in Rome. Applications must be in not later than January 16; selections will be made in February. Information may be secured from Professor Grace L. Beede, University of South Dakota, Vermillion, S. D.

Scholarship of the New Jersey Classical Association.—A grant of \$200 for study at the summer session of the American Academy in Rome is available to a member of the Association. Information may be obtained from Dr. Edna White, 127 Summit Ave., Jersey City, N. J.

Scholarship of the Pennsylvania State Association of Classical Teachers.—The Edith M. Jackson Rome Scholarship carries a stipend of \$200 for summer study at the American Academy in Rome. It is awarded to the Pennsylvania teacher of secondary-school Latin who most closely qualifies according to rules laid down by the Association. Applications must be submitted by January 15, to Miss Della G. Vance, 99 Ridgewood Ave., Pittsburgh 29, Pa.

Scholarships of the Ohio Classical Conference.—A scholarship of \$350 for summer study at the American Academy in Rome or the American School of Classical Studies at Athens is open to teachers of Latin in the high schools of Ohio. Applications must be submitted before March 1, to Professor Richard J. Spath, John Carroll University, Cleveland 18, Ohio. The Conference also awards two scholarships worth \$100 each for study at any summer Latin Institute of the recipient's choice, or for summer graduate study.

## THE CLASSICAL OUTLOOK

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Scholarship of the New York Classical Club.—A grant of \$200 will be available for summer study at the American Academy in Rome or the American School of Classical Studies at Athens. Any member of the Club in good standing for at least two years may apply, but preference will be given to applicants who are now actively engaged in teaching Latin or Greek, or who are now graduate or undergraduate students of Latin or Greek and who intend to devote their future teaching primarily to Latin or Greek. Applications should be sent by January 10 to Professor Raymond Mandra, Hunter College, New York 68, N. Y.

Scholarships of the University of Pittsburgh.—The Marshall Memorial Scholarships for study abroad grant annually one or two awards of \$500 each for summer study in Athens or Rome. Preference is given to persons having some affiliation with the University of Pittsburgh. Further information may be obtained from Professor Arthur M. Young, 3328 Cathedral of Learning, Pittsburgh 13, Pa.

Scholarship of Victoria College, Toronto, Canada.—Victoria College of the University of Toronto offers a summer traveling scholarship in classical studies of the value of \$1000, to be used in the summer of 1959 at the American Academy in Rome or (with special permission) at the American School of Classical Studies at Athens. The scholarship is open only to graduates of Victoria College, and is awarded biennially. Further information may be obtained from Professor H. G. Robertson, Victoria College, Toronto 5, Canada.

Scholarship of the Vergilian Society of America.—One scholarship, and possibly two, will be available

for two weeks of summer study at the Villa Vergiliiana, in the Naples-Cumae area, for the summer of 1959. Each scholarship will grant \$300 in cash and remission of tuition. Applicants must be members of the Vergilian Society, and must apply before March 1. Further information may be obtained from Professor Charles T. Murphy, Oberlin College, Oberlin, Ohio.

Scholarship of Eta Sigma Phi, Honorary Classical Fraternity.—A scholarship of \$500 granted jointly by Eta Sigma Phi and the American School of Classical Studies at Athens is available for the summer of 1959, for study at the School, to a person who has been a regular undergraduate member of Eta Sigma Phi, who has received the bachelor's degree between 1954 and 1959, and who has not yet received a Ph.D. degree. Quality of undergraduate work in Greek and Latin, and intention to teach the classics, will be considered in the awarding of the scholarship. Applications should be sent by February 1 to Professor Graydon W. Regenos, Tulane University, New Orleans 18, La.

In the case of regional scholarships, the American Academy in Rome remits its tuition charge of \$100.

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## WANT A TEACHING POSITION?

The American Classical League maintains a very inexpensive Teacher Placement Service for teachers of Latin or Greek in school or college. For details of the plan see THE CLASSICAL OUTLOOK for November, 1958 (page 14), or address The American Classical League Service Bureau, Miami University, Oxford, Ohio.

## LETTERS FROM OUR READERS

## WORD LISTS

Mrs. Pauline E. Burton, of the Libbey High School, Toledo, Ohio, writes as follows:

"My first-year and second-year Latin students keep word sheets of all the words which they are expected to learn. They classify these words according to a precise morphological system, with no abbreviations allowed. Thus they list separately nouns according to the five declensions; adjectives of the 1st and 2nd and adjectives of the 3rd declensions; adverbs; conjunctions; prepositions which take the accusative and those which take the ablative; verbs according to the four conjugations; and irregular verbs. At the end of each unit in the textbook we check the word sheets as to the number of words under each heading. At the end of the year I collect them for safekeeping and then return them at the beginning of the next year so that the students will have them for review. I am sure from past experience that this device helps immeasurably in learning vocabulary."

## GOOD PUBLIC RELATIONS

Mrs. Lois A. Larson, of the York Community High School in Elmhurst, Ill., has sent in clippings from the Chicago Tribune and the Elmhurst Press, complete with pictures, reporting on the Saturnalia festivities held by the school's Latin club in December of last year. The program included a play, a number of games ("Pin the Eye on the Cyclops" must have been lots of fun), and refreshments. In May, the school's Latin Department invited parents to an Honors Reception, an evening affair at which outstanding students received various awards, including the *Auxilium Latinum* National Awards, the Illinois Latin Tournament Awards, and the American Classical League Poetry Award. Both the invitation and the actual program were dignified, attractive, and impressive.

## LIVING MODELS

Professor Lillian B. Lawler, of Hunter College, sends in an interesting account of a recent experience:

"This fall I was struck anew with the value of living models in the teaching of ancient costume.

"The occasion was a reception given by our College to entering freshmen and their parents. The va-

## THE CLASSICAL OUTLOOK

rious departments had been asked to set up exhibits. We classicists put on view the usual pictures, charts, books, maps, etc. Then we added, as hostesses, some attractive young girls—all classics majors and prospective Latin teachers—dressed in Greek costume, in different colors, and wearing antique-looking earrings, bracelets, and brooches.

"Although it was a cold, rainy Sunday afternoon, we were almost overwhelmed with guests. They came early, even before we had our exhibit all set up, and they were still coming in as we were dismantling it.

"Mothers and students among our guests crowded around our living models. They touched the costumes, and asked what the various garments were called, how they were cut, how they were put on, what fabrics the ancients used, how these Greek garments differed from Roman ones, whether they were comfortable to wear, etc. I am confident that these same guests would have merely glanced politely at *pictures* of Greek costumes. Our young girls answered the questions sweetly and graciously—and I am sure that they will themselves never forget what they have learned this year about Greek costume. The fathers, of course, stood by and beamed with pleasure as they watched the pretty models!

"Classical teachers have been using this device for a long time, with Roman as well as Greek costumes. But nowadays, when models are being used to sell everything from sports cars to beer, I am impressed more than ever with their potential value in 'selling' even education!"

## MEDALS AND AWARDS

Miss Dorothy Danton, chairman of the Medals Committee of the New York Classical Club, reports that "the Club is extending its efforts to foster the study of Latin in the Greater New York area. Parochial and private as well as public high schools, junior as well as senior high schools, may now order the various awards that the Club makes available to good Latin students. Geographically, too, our coverage has been increased to include Westchester County and Long Island as well as the five boroughs of the city proper.

"Each school is entitled to a handsome silver medal costing \$2.50 for its best fourth-year student, a similar bronze medal at \$1.10 for its best third-year student, and a beautiful silver charm (\$1.25) for its best second-year student. In addition, there are bronze charms at \$1.00 for

other outstanding second-year students and certificates for honor students in all Latin classes including those in junior high school."

Miss Danton points out that the Club subsidizes the cost of these awards in order to make them more readily available to the schools.



## CALL FOR SUMMER COURSES

For several years the May issue of THE CLASSICAL OUTLOOK has contained lists of summer courses in Latin, Greek, ancient history and civilization, ancient art, archaeology, classical literature in translation, linguistics, general language, and the teaching of high-school Latin, which were being planned by colleges and universities throughout the country. Copy for the May, 1959, issue must be in by March 1. Members of college and university faculties who can supply lists of projected summer courses by that date are earnestly requested to send them to the editor, Konrad Gries, Queens College, Flushing 67, New York. Please do not send catalogues.



## THE SEMANTICS OF DYING IN LATIN

BY EDWARD ECHOLS

Phillips Exeter Academy, Exeter, N. H.

UNDER CERTAIN conditions, of course, *dulce et decorum est* . . . *mori*, but death is so universal and so universally deferred to that in all languages it is regularly approached obliquely, semantically speaking. Latin is no exception.

Obviously, since the act of dying can have only one result, one "dying" verb is semantically sufficient in all death situations. In Latin, *mori* is the basic "to die" verb. It compounds with *de-* and *e-* without apparent significant change of meaning; *praemori*, however, is "to die prematurely."

The understandable reluctance to speak baldly and directly of the *fatum postremum hominum omnium* leads to the peripheral approach, the metonymic device, the hopeful euphemism. The "dying" expressions which follow are taken directly from Latin authors.

One aspect of death is the practical translation from the occasional and optional prone position to permanent recumbency. Thus, in dying, one "falls": *cadere, occidere, concidere, occumbere, collabi*. Death is also commonly viewed as travel; cf. Catullus' lamented sparrow, *qui nunc it per iter tenebricosum / illuc unde*

*negant redire quemquam*. The regular "going" verbs of dying include *interire, obire, and perire*. One's Last Day enters this idiom: *diem supremum* or simply *diem obire*. Death is a departure (*excessus*); one makes his exit (*exitus, interitus, obitus*), basically *e vita*, by means of one of the *cedo* compounds: *con-, dis-, and excedo*. Life is "completed" with *deficere* and *vita fungi*. Cessation of the breathing process is a natural concomitant of death: *exanimari, exspirare, animam efflare, and efflare extremum halitum*. Death is also viewed as release from the trammels of the flesh; cf. Iris' words to Dido on the pyre: *Te isto corpore solvo*.

Death comes to mortals in two fundamental forms: natural and violent. To die a natural death is *morte sua consumi, sua morte defungi, fato fungi, or fato obire*. Disease is a natural cause of death: *aegritudine absursum; morbo mori, extingui, perire, or solvi*. Death may be due to stomach trouble (*decidere virtio stomachi*) or to indigestion (*cruditate contracta discedere*). One dies naturally of old age: *supremum dicim senectute obire*. One dies unexpectedly (*subito mori, mortem obire repentinam*) before one's time: *immatura morte abripi*. Occasionally, one is carried off (*tolli*), is cut off by death (*morte praeveniri*), or, finally, pays one's debt to Nature (*naturae debitum reddere*).

Death by violence is also a routine part of life: *violenta morte consumi*. One dies a soldier's death (*militari perire morte*) of wounds (*ex vulnere morte*); this death is honorable (*honesta morte defungi*) and valiant (*emori per virtutem*). On the other hand, it is possible to die of fright: *terrore ipso exanimari*. Happily, one may die of laughter (*risu emori*) and of joy (*gaudio obire*) too. Then, as now, it was possible to die of worry: *curis mori*.

Suicide (*mors voluntaria*) is self-willed death; semantically, the Romans could dispose of themselves in an amazing variety of idioms: *vitam sibi afferre, vitam voluntaria morte finire, vita se privare, sua manu cadere, sibi manu vitam exhaudire, mortem manu occupare, sibi mortem conciscere, mortem in se festinare, ad ultimum suis manibus uti, se ipse interficere*.

Self-destruction was achieved by drowning (*in aquam se mergere*), by hanging (*laqueo, suspendio vitam finire*), by blood-letting (*incisis venis perire*)—in short, in the standard variety of Man's reflexive inhumanity to Man. Cato did away with himself

in a rather messy fashion: *Stricto gladio revelatum pectus semel iterumque percussit*. A more routine expression was *ferro collabi*.

Of all the Roman's ways of bridging the gap between life and death, Vespasian's was unique; at his last moment (*novissimo momento*), he moved on to better things with these immortal words: *Vae! Puto, deus fio!*

*Pax cum eo—et nobiscum!*

#### ACL COMMITTEES

The current membership of the several committees of the American Classical League is as follows:

Committee on ACL Scholarships—Mrs. Philip W. Clark, New Haven, Conn.; Professor Chauncey E. Finch, St. Louis University; Miss Anna Goldsberry, Peoria, Ill.; Professor Robert G. Hoerber, Westminster College, Fulton, Mo. (*Chairman*); Mr. Alvin Wakeland, Kennett Square, Pa.

Committee on ACL-JCL Scholarships—Professor Carolyn E. Bock, State Teachers College, Upper Montclair, N. Y. (*Chairman*); Mrs. Edith Dick, Oakland, Cal.; Mr. William K. Glavin, Southborough, Mass.; Miss Lillian Jones, Lexington, N. C.; Professor Paul R. Murphy, Ohio University.

Committee on the Junior Classical League—Rev. Gerard Ellspermann, O.S.B., Saint Meinrad's Abbey, Ind. (Programs); Miss Belle Gould, 315 Wilson St., Henderson, Tex. (*Chairman* and TORCH: U.S.); Mrs. Hazel Hayley, Okmulgee, Okla. (Membership); Mr. M. D. La Fountain, Trenton, N. J. (Publicity); Miss Lourania Miller, Dallas, Tex. (Federations).

Committee on Public Relations—Mrs. Pauline E. Burton, Edw. D. Libbey High School, Toledo 9, Ohio (*Chairman*); Mr. Ward M. Canaday, President, Overland Corporation, Toledo; Mr. Blake-More Godwin, Director, Toledo Museum of Art; Miss Belle Gould, Henderson, Tex.; Professor William E. Gwatin, Jr., University of Missouri; Mr. Walter E. Hess, Managing Editor, *Student Life*, Washington, D. C.; Mr. Charles T. McNary, Public Relations Director, Blue Bell, Inc., Greensboro, N. C.; Miss Virginia G. Markham, Cleveland, Ohio; Miss Adeline E. Reeping, Latrobe, Pa.; Mrs. Helen Swedberg, Denver, Colo.; Mr. James L. Trautwein, Coordinator of Religious Programs, WSPD-TV, Toledo.

Program Committee for the 1959 Latin Institute—Miss Irene Crabb, Evanston, Ill.; Miss Vivia Craig, Jack-

sonville, Fla.; Mr. Edward Echols, Soule Hall, Exeter, N. H. (*Chairman*); Professor Konrad Gries, Queens College, Flushing, N. Y. (*ex officio*); Professor Van L. Johnson, Tufts University (*ex officio*); Professor Lillian B. Lawler, Hunter College; Professor Henry C. Montgomery, Miami University (*ex officio*).

#### KNOW OF AN OPENING?

The success of the American Classical League teacher placement service depends upon the extent to which prospective employers are informed about this service. Heads of classical departments and directors of placement bureaus are earnestly requested to refer to the Director of the Service Bureau any prospective employer whose requests for teachers of Latin or Greek they themselves are not able to fill. Teachers in the schools or colleges are also requested to report any vacancies of which they may become aware. Address the American Classical League Service Bureau, Miami University, Oxford, Ohio.

#### UNDERGRADUATE AND GRADUATE SCHOLARSHIPS

Among the many undergraduate and graduate scholarships and fellowships available to students of the classics in this country, the following have been reported to us:

Amherst College has the Harry de Forest Smith Scholarship in Greek open to students who will enter Amherst this fall. A competitive examination for boys in their senior year in secondary school who have had two or more years of Greek will be held in March. Further information may be obtained from Professor John A. Moore, Amherst College, Amherst, Mass.

Indiana University has scholarships on the David and Jennie Foster Curry Fund, from which at least six grants, of from \$100 to \$200 each, are made every year for study in the classics; also, the Lillian Gay Berry Scholarship, which goes each year to an outstanding junior or senior student who intends to become a teacher of Latin. In addition, yearly awards are made to deserving students for the purchase of books in the field of the classics. Freshmen are eligible for the Curry scholarships. Candidates should write as soon as possible, and before April, to Professor Norman T. Pratt, Jr., Indiana University, Bloomington, Ind.

The University of Kentucky offers the Haggis Scholarships and Fellowships for students wishing to take the M.A. in Latin and/or Greek. These awards bear stipends of \$600 to \$750, with no teaching or departmental duties required. Recipients pay the same fees as citizens of Kentucky. Application forms and further information may be had from Professor Jonah W. D. Skiles, Department of Ancient Languages and Literatures, University of Kentucky, Lexington, Ky.

Kenyon College offers men students prize scholarships each year in a number of fields, including Latin and Greek. These scholarships are awarded on the basis of competitive examinations and carry a maximum stipend of \$1000 a year, valid for the entire four years of college provided that the student makes a satisfactory academic record. Prize students are not required to continue in college the study of the subject in which they won their scholarships. Further information can be obtained from Mr. Tracy Scudder, Department of Admissions, Kenyon College, Gambier, Ohio.

The University of Missouri has the Walter Miller Fellowship for graduate study in the classics, which pays a stipend of \$700 for the year. Full information may be obtained from the Department of Classical Languages and Archaeology, 211 Jesse Hall, University of Missouri, Columbia, Mo.

The University of North Carolina has available a teaching fellowship paying \$2000 for the year for a student majoring in Latin or Greek toward an advanced degree; also, five part-time instructorships in classics at stipends of at least \$1150 each, and two assistantships at stipends of at least \$900 each. Further information may be obtained from Professor B. L. Ullman, University of North Carolina, Chapel Hill, N. C.

The Phi Beta Kappa Mary Isabel Sibley Fellowship is this year being awarded for the study of Greek. Candidates must be unmarried women between 25 and 35 years of age who have demonstrated their ability to carry on original research. The stipend has recently been increased to \$3500. Applications must be filed before February 1. All communications regarding this award should be sent to the Mary Isabel Sibley Fellowship Committee, The United Chapters of Phi Beta Kappa, 1811 Q St., N.W., Washington 9, D. C.

The University of Pittsburgh has

several undergraduate and graduate scholarships available in the field of the classics, on the Robert S. Marshall Memorial Fund. Full information may be obtained from Professor Arthur M. Young, 3328 Cathedral of Learning, Pittsburgh 13, Pa.

The University of Texas has the William James Battle Fellowship in Greek Studies, which is open to graduate students with a major in Greek. It carries a stipend of \$1500. Information may be obtained from Professor H. J. Leon, University of Texas, Austin 12, Tex.

For information about the American Classical League's Junior Classical League Scholarships see *THE CLASSICAL OUTLOOK* for October, 1958, p. 5.



### TEACHER SUPPLY AND DEMAND IN THE UNITED STATES—1956-1957

BY ORTHA L. WILNER

The University of Wisconsin-Milwaukee

**I**N THE spring of 1957, Professor Carolyn E. Bock, Chairman of the Committee on Procurement and Preparation of Teachers, a sub-committee of the Joint Committee of American Classical Organizations, asked me to participate in the Committee's work by surveying the current need for teachers of classics and the candidates available. Without her abundant help and guidance, there would never have been even a start.

In the fall of 1957 a questionnaire was prepared, which was mailed in late October and early November. This questionnaire went to the 64 commercial teachers agencies on the 1957 membership list of the National Association of Teachers Agencies, and to 129 colleges and universities, selected from the lists printed in the *Classical Weekly* from December, 1956, to March, 1957. The agencies are located in 26 states and the District of Columbia; the institutions included at least one from every state and the District of Columbia, and from several provinces of Canada. The list of institutions included the State Universities and one or more colleges or universities from each state: 9 in New York, 6 in Wisconsin and Massachusetts, 5 in Ohio, 4 in Illinois, Michigan, and Pennsylvania, 1 only in thirteen states and the District of Columbia. The selection depended in part on the number of institutions listed for a state in the *Classical Weekly* and partly, I must admit, on my personal familiarity with the region involved. Since, obviously, this was a sampling, I did not feel con-

strained to find some way of making the number of questionnaires per state proportional to population or any other such factor—and could not have done so, anyway. I did attempt to include most of the largest universities of the country—but not all; and colleges of various types—large and small, public and private, religious and non-sectarian, teachers colleges and liberal arts colleges.

By the beginning of March, 1958, replies had come from 26 agencies (40%) and 80 institutions (61%): a total of 106 returns from 193 questionnaires, or 54%. This was a smaller response than we had hoped for; and we are grateful to the many who made an effort to reply.

Many of the replies included commentaries on the figures, or instead of figures, as well as personal greetings. It was especially pleasant to have the notes and the greetings. Of course, where commentaries substitute for figures—even figures with a question mark—the statistician's job becomes impossible. In such cases, I recorded the closest approximation to a figure that could be elicited from the commentary, or no figure at all. It must be understood, therefore, that my totals are by no means accurate, even for the arbitrarily selected list of institutions. I do maintain that they are suggestive of the current situation. The totals also include both college and high-school situations, and candidates in both Greek and Latin. In making summaries it proved impossible to differentiate these categories with any degree of accuracy. And from one state—Indiana—totals for the whole state were submitted, because there have been yearly studies made there. We included these totals and omitted figures submitted by the individual institutions in the state. Since no other reports distinguished between the total number of requests for classics teachers and the number of unduplicated requests, we used the larger figure, including duplications, for this state too, to be consistent.

Replies from the commercial agencies offered few statistical problems. They naturally included large numbers of candidates wanting to change jobs, as well as new teachers in the field. Among the institutions, the "candidates" figure, so far as any indication was given, represents in large measure those newly entering the field. But the replies from the agencies did not make it possible to distribute the totals into the two categories: new candidates, and candidates employed but seeking change.

The totals, arrived at as correctly as the replies made possible, are:

Requests—Institutions	2050
Agencies	1071
	3121
Candidates—Institutions	185
Agencies	477
	662

Among the institutions, there was one candidate for every 11 requests; among the agencies, one for every 2 1/4 requests. Combining these, we get one candidate for every 4.7 or more requests.

How many of these requests are duplications? There is no answer, so far as the agencies are concerned; both employment officers and candidates register freely with more than one agency. But from the Indiana report there is at least a suggestion of the proportion. In three years, 1955-1958, the combined report for the entire state lists 1293 requests for Latin teachers, of which, by inquiry, it was shown that 589 were unduplicated; and in the same years the state prepared 28 new prospective Latin teachers, not all of them available. That is, the "requests" figure is perhaps about double the number of actual positions open. And in Indiana one new candidate is being graduated for every 21 of these open positions. Applying this proportion to the replies from institutions, we can assert with some confidence that for September, 1957, there was not more than one new candidate being prepared for every 5 1/2 open positions.

It is my belief that the numbers involved, and the wide scattering of institutions and agencies that replied, make these conclusions reasonably valid. The 8 states from which no replies at all were received are probably those where few classes in Greek and Latin are taught—or possibly my choice of institutions was unfortunate.

A few quotations will help to visualize the situation: from a Missouri agency—"Latin is hardest to find teachers for"; from an Arizona agency—"Spanish is the prevalent language"; from an Illinois agency—"Requests are mostly for modern languages"; from a Montana agency—"Demand is good. Latin is the language most in demand"; from a New York agency—"Demand (for September, 1957) exceeded that of the last five years combined"; from an Iowa agency—"Demand increasing; candidates—no increase since 1951, all are about 60 years old."

From a Tennessee university comes this comment: "What does 'available' mean? One brilliant M.A. in Latin taught two years and resigned and went to Europe, exhausted by the demands made upon her by 'extra-curricular activities' of the high school program. Another equally brilliant Latin major, with full teacher certification, has not taught a day in the two years since her graduation. A \$5700 offer from the TVA was understandably more attractive than \$2700 and \$3000 teaching jobs offered her. And the list could go on. These people and others are 'available' in the sense of being fully trained and certified, but 'not available' because of demands made upon them or because of low salaries."

And a New York university wrote: "We always have more requests for teachers of Latin than we can fill. The chief difficulty is that these are positions in small schools not within commuting distance of... They are almost always for Latin I and II only together with three other classes in other subjects. Such positions do not attract competent teachers of Latin. Consequently the Latin classes are often taught by poorly prepared teachers with the result that their students cannot find Latin to be a stimulating and challenging subject. Their teachers do not even find it so. The serious problem here... is not so much finding competent teachers of Latin, as finding competent teachers of Latin who will fill the types of positions available."

For comparison with these results, see the *Bulletin* of the National Association of Secondary School Principals for September, 1957, "Trends in Secondary School Foreign Language Teacher Supply and Demand."

#### BOOK NOTES

**Latin: A Structural Approach.** By Waldo E. Sweet. Ann Arbor: The University of Michigan Press, 1957. Pp. x plus 520. Soft-back sewed. \$5.50.

The publication of this book makes available for general use the results of experimentation which took organized shape in the Latin Workshop conducted at the University of Michigan in the Summer Session of 1952 under a grant from the Carnegie Corporation of America.

The book attempts to apply the findings of structural linguistics to Latin so that students may "learn Latin by hearing it, speaking it, read-

ing it, and writing it, not by talking about it" (p. v). This learning is built around a total of 360 basic sentences, most of them *sententiae* gathered from Latin literature over the centuries.

Pages 1-24 introduce the student to some fundamental principles of linguistics. Lesson One occupies pages 25-28. It repeats the 10 "utterances" in Latin which the student has met in the Introduction. These "utterances" are made the basis of a discussion of the Latin form and function for 12 nouns of the five regular declensions in the nominative, accusative, and ablative singular cases; 5 adjectives of the first, second, and third declensions in the same cases; and 6 "indeclinables" (3 prepositions, 2 adverbs, and 1 conjunction). There is also a hasty glance at 9 verbs, each of which ends in *-t*. The author wisely inserts at this point the reassuring comment: "This is as far as we go at present; you are not supposed to examine the meanings."

The meanings are taken up in Lesson Two (pp. 29-37). Here, with the aid of 18 line-drawings, the 10 "utterances" are fully discussed, interpreted, and set for memorization; work on derivatives is also begun.

Lesson Three introduces 10 new basic sentences involving 22 new words and initiates "Pattern Practice," which is followed by a "Self Test." Pattern Practice (e.g., Latin answers to Latin questions) followed by a Self Test is a regular and dominating feature of each of the 35 typical lessons in the body of the book (pp. 25-400) and of the 8 review lessons inserted at appropriate points along the way. These lessons include practically all the forms and syntax needed for the reading of any Latin which the student is likely to encounter in school or college.

In the opinion of the author of the book, college students can proceed at the rate of one lesson per class period, high-school students at half this speed.

Pages 401-477 are devoted to Narrative Readings, each with an indication of the points in the body of the book at which the reading section should be undertaken.

Throughout the book the emphasis is on direct comprehension—by ear as well as by eye. Translation from or into Latin is minimized, and thumbing the vocabulary for first aid in comprehension is definitely discouraged.

There is a general Latin-English vocabulary on pages 499-517 with a total of 1666 entries.

The index on pages 519-520 is not only a convenience but a necessity, inasmuch as the book provides no grammatical appendix.

Tape recordings for drill and testing are available from the Audio-Visual Center at the University of Michigan, but the author states that it is not necessary to use the tapes in order to use the book.

—W. L. C.  
**Latin by the Natural Method: First Year.** By William G. Most. Chicago: Henry Regnery Company, 1957. Pp. iv plus 176. Photo offset, soft-back, spiral bound. \$2.67; school price, \$2.00.

A purist might object to the title of this book on the ground that "natural" and "method" are contradictory terms. What the author has incorporated in the book is a method which is obviously less unnatural than the grammar-centered method employed in a good many beginners' books today, a method by which pupils acquire "knowledge about Latin, but not the *art* of using it with ease as a means of communicating thought" (Foreword).

Father Most has attempted to practice what he preaches. The heading "Lectio Prima" is immediately followed by a brief statement in Latin telling what aids to communication in Latin the pupil will find in this first lesson. Then comes a short-short Latin story beginning *Maria habuit parvam agnam*. Next comes a little longer story beginning *Columbus fuit nauta*. Next a discussion in English headed "Now let's think." (In the third lesson this heading becomes *Cogitemus nunc*.) There follows a repetitious Latin exercise appropriately called "Columbus and Lamb Stew." The final item consists of directions for word study based on the lesson vocabularies of the first two stories.

As far as this reviewer knows, Father Most is the first modern writer of a Latin textbook for beginners to employ only the perfect tense in his first stories. This is a sure way to avoid the incorrect use of the imperfect tense, a fault all too common in most beginners' books. The present tense makes its first appearance in the fifth lesson, and the imperfect in the seventh. There it is properly used in connection with and in contrast to an aoristic perfect tense.

Beginning with the ninth, each lesson includes a brief exercise in turning English sentences into Latin.

The body of the book is broken down into eighty-one lessons, each of

## THE CLASSICAL OUTLOOK

which contains one or more longish Latin stories based on Roman history or the Vulgate Old Testament. The total number of topics of grammar and syntax exceeds that included in most contemporary beginners' books.

The book provides no practice in the aural or oral use of Latin on the part of the pupil. Presumably the author expects the teacher to provide such practice, beginning with guidance in pronunciation. Otherwise the pupil's "art of using it [Latin]" promised by implication in the Foreword will be limited to skill in translating Latin into English and English into Latin. Moreover, the fact that the Latin text lacks macrons would seriously hamper the pupil in any effort he might make to read the Latin aloud or even properly to accent many a word of more than two syllables.

Instead of the usual grammatical appendix the book provides space with headings on pages 170-175 for the pupil's do-it-yourself "Form Collection." Page 176 contains the usual list of cardinal and ordinal numerals, but there is no general vocabulary.

—W. L. C.

*Latin by the Natural Method: Second Year.* By William G. Most. Chicago: Henry Regnery Company, 1958. Pp. iv plus 130. Photo offset from typewriter, spiral bound. \$2.67; school price, \$2.00.

This second book in the Natural Method series is predominantly a reader. Its seventy-nine full pages of Latin text are for convenience divided into 160 sections, but there are no section headings. Section 1 is a summary of the Old Testament stories told in the first book—from the Creation to the departure of the Israelites from Egypt. Sections 2-113a continue the story to the accession of Herod the Great.

Following section 113a of the Latin text there is an eight-page interpolation of 100 short selections from the *Missale Romanum* which present special problems in word order, grammar, or vocabulary. These problems are discussed in English.

Latin sections 113b-133 consist of a brief introduction to Nepos' *Lives* and the unmodified text of the lives of Pausanias, Themistocles, Agesilaus, and Epaminondas. Section 134 is a brief *vita* of St. Cyprian, and sections 135-154 consist of St. Cyprian's *Liber de Oratione Dominica*, an extended commentary on the Lord's Prayer. Sections 155-160 consist of the speeches of Caesar and Cato as reported in Sallust's *Bellum Catilinae*.

It will be noted that of the 160

sections of Latin text only 25 are taken from classical Latin authors.

There are no notes on the text and there is no general Latin-English vocabulary. However, for the first nine sections the book provides a marginal vocabulary, and for sections 110-160 there is a series of section vocabularies with the words arranged in the order of appearance. The total number of these entries is 1001. There are some repetitions, and a good many of the entries are in effect commentaries on the special meanings of certain words or phrases in their particular context.

The teaching material on pages

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### CONTEST CLOSING

Readers are reminded that this year's Verse-Writing Contest will close on February 1, 1959. Entries should be sent to Professor Konrad Gries, Queens College, Flushing 67, New York. The rules of the contest may be found in our November issue, page 15.

111-125a has the general heading "How Do You Say It Department." It consists of a series of discussions of certain points of Latin grammar an understanding of which is necessary in turning English into Latin, e.g. How do you say "although"? Following each of fifteen discussions there is a brief English-to-Latin exercise. Pages 125b-129 discuss case uses, but without exercises.

Page 130 consists of an English-Latin vocabulary of 181 entries. This list is preceded by the warning: "There is nothing else so treacherous in this book as this vocabulary."

—W. L. C.

*Essentials of Latin.* By John F. C. Richards. New York: Oxford University Press, 1958. Pp. viii plus 323. \$4.50.

This book is designed for mature students in college. The body of the book consists of forty-one lessons "which are suitable for a course meeting three or four times a week during a session of about fourteen weeks" (p. vii).

A brief Introduction discusses problems of pronunciation and provides some practice. (Warning: The sound of short *a* in Latin is not the obscure sound of "a" in English "arise," as stated on page 3.)

With the exception of Lesson XIII, which is mostly a review lesson, each

lesson consists of five parts: a discussion of a fairly large package of grammatical forms and their uses; a lesson vocabulary (supplemented in Lessons XI-XLI by "Notes" which include words "that are less important and need not be learned"); an exercise in translating isolated Latin sentences into English; an exercise in translating isolated English sentences into Latin; and an oral exercise in giving Latin answers to Latin questions.

The Latin sentences, except those in the first ten lessons, are mostly taken directly from Latin authors, and the three types of exercises in a given lesson have a common subject matter as well as common grammar and vocabulary. Lesson I, for example, introduces the conjugation of *sum* in the present, imperfect, and future tenses; discusses the force of the personal endings involved; introduces the complete declension of a model noun of the first declension; discusses the use of the nominative as subject, of the vocative, of the genitive of possession, and of the ablative of place where; and presents a vocabulary of twenty-four words. Then come the three types of exercise described above. Lesson vocabularies have an average of thirty-five words, and the "Notes" add an average of thirty-six more.

Following the body of the book there are seven appendices: 1) The Roman Calendar, 2) Latin Meters, 3) Summary of Grammatical Terms, 4) Extracts from St. Jerome's Vulgate version of Matthew 5 and 6, 5) Review of Important Constructions, 6) Review of Grammar, and 7) Authors Quoted in Lessons XI-XLI.

There follow a general Latin-English vocabulary with a total of 1997 entries and an English-Latin vocabulary with 719 entries. Final pages 320-323 provide what would seem to be a very complete index.

The book contains ten illustrations, none of them in colors. The end-pieces are identical, an outline map of the Roman Empire under Hadrian.

—W. L. C.

*Philosophical Greek: An Introduction.* By Francis H. Fobes. Chicago: The University of Chicago Press, 1957. Pp. xii plus 321. \$5.00.

The chief aim of this book, as its title indicates, is to acquaint the beginner with the technical terms of philosophy and at the same time to give him some practice in reading Greek that deals with philosophical ideas. The book will also prove helpful to students of other disciplines

in which the acquisition of a technical vocabulary is of importance. In the opinion of the author the book can be mastered by a serious student in a year's time.

The body of the book is divided into 68 lessons. Lesson I deals with letters, syllables, accent, and punctuation. Each of Lessons II-L follows a fixed pattern: a set of paradigms printed in the lesson or indicated by a cross reference, a lesson vocabulary, an exercise in translating from Greek to English, and an exercise in translating from English to Greek. At the head of each of these lessons is a short Greek expression (usually a proverb) with its source, if known, and a free translation. Each of Lessons LI- LXVI consists exclusively of a Greek passage taken from Aristotle. Lesson LXVII consists of a long selection from Plato's *Charmides* and Lesson LXVIII consists of 79 one-line proverbial sayings, most of them quotations from Menander.

Very little help in matters of syntax is provided in any of the lessons. Lesson II, for example, introduces the complete paradigms of three Greek nouns of the first declension but offers no explanation of the use of any of these forms as an aid to doing the Greek-to-English and English-to-Greek exercises in this and succeeding lessons. The author apparently assumes that the student will know his Latin and will be able to infer the significance of the case endings in Greek from the parallel paradigm of Latin *stella*. Apparently the author also assumes that the student will assume that in Greek an adjective agrees with its noun and a verb with its subject.

The book provides no exercises in word study, but in each lesson vocabulary and in the general Greek-English vocabulary are inserted a good many English derivatives along with cognates in English and/or Latin. For example, in Lesson II the Greek word *genea* is followed, in brackets, by the English derivative "genealogy," and the Greek word *phora* is followed, in brackets, by the English cognate "bear" and the Latin cognate *fero*. A difference in type differentiates derivative, cognate, and definition.

Pages 193-196 are devoted to a discussion of consonant changes in Greek, pages 197-250 to a sort of grammatical appendix consisting of the complete paradigms of nouns, adjectives, pronouns, and verbs, page 251 to noun suffixes, pages 252-255 to conditional sentences, page 256 to a list of verbs introducing indirect dis-

course, pages 257-262 to a series of Greek word lists for vocabulary review, page 263 to some correspondences in mutes, page 264 to a list of abbreviations, pages 265-297 to a general Greek-English vocabulary with a total of 1510 entries, pages 298-314 to an English-Greek vocabulary with a total of 1461 entries, pages 315-320 to an English index, and page 321 to a Greek index.

The book contains no illustrations.

—W. L. C.

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 (To be continued)

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### TABLE OF CONTENTS

PREFACE BY THE EDITOR  
 I. CLASSICAL MYTHOLOGY, Roy A. Swanson, University of Minnesota  
 II. GREEK LITERATURE IN TRANSLATION, Charles Henderson, Jr.,  
     University of North Carolina  
 III. LATIN LITERATURE IN TRANSLATION, Kevin Guinagh, Eastern  
     Illinois University  
 IV. CLASSICAL DRAMA, Alfred C. Schlesinger, Oberlin College  
 V. ANCIENT PHILOSOPHY, Edwin L. Minar, Jr., DePauw University  
 VI. GREEK HISTORY, C. A. Robinson, Jr., Brown University  
 VII. ROMAN HISTORY, Cedric A. Yeo, Memphis State University  
 VIII. ROMAN PRIVATE LIFE, Eugene S. McCartney, University of Michigan  
 IX. CLASSICAL ARCHAEOLOGY, Dorothy Burr Thompson, Institute for  
     Advanced Study, Princeton

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